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ABSTRACT

This framework for developing improved curricula in health education will assist those who plan and develop comprehensive school health education programs. It contains (1) program criteria; (2) goals of school health education; (3) information on process/topic interaction including values clarification, decision making, and self- actualization; (4) a curriculum development format; (5) a sequence of processes and topics; (6) process concepts for kindergarten through grade 12; and (7) topic concepts for kindergarten through grade three, four through six, seven through nine, and ten through twelve. (RC)

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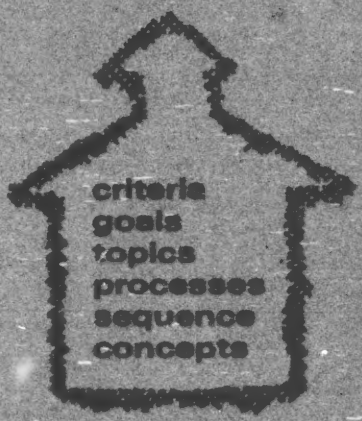


a framework for HEALTH EDUCATION

FOREWORD

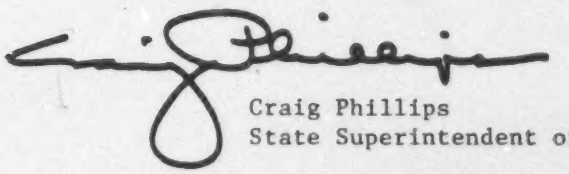
The purpose of the framework is to assist those who plan and develop comprehensive school health education programs. Health curriculum development is emphasized.

Goals, topics, processes, concepts, and sequence are considered. A format for developing objectives and classroom activities is included.

The framework features an approach to health education that combines the learning of skills such as values clarification, decision making, and self-actualization with the more traditional classroom practice of dissemination of health information. In the framework, the affective domain takes its rightful, but often neglected, place in health education along with the cognitive domain.

The framework is a resource for health education program planning, not a program itself. Your suggestions for improving the framework and making it a more valuable resource are encouraged.

Robert Frye, Peggy Rockness and George Shackelford are available for assistance in health education curriculum planning and development.



Craig Phillips
State Superintendent of Public Instruction

INTRODUCTION

Comprehensive health education in schools commands a high position among our educational priorities because effective programs have the potential of enhancing the quality of life, raising the level of health for the student's lifetime, and favorably influencing the learning process.

Comprehensive health education is defined as including dental health; disease control; environmental health; family life and human development; mental health; nutrition; physical health; safety and accident prevention; use of drugs, alcohol, and tobacco; consumer health; and venereal disease.

Traditionally, we have assumed that health problems could be alleviated by more and better knowledge about the health areas listed above. While health knowledge is certainly important, we now recognize that people often take risks with their health in their desire to meet other needs that are important to them. Therefore, the emphasis of health education should be to enable children to develop the skills to meet their own needs in the healthiest ways available to them. These skills include values clarification, decision-making, and self-actualization. The health education curriculum should combine information dissemination and skill development.

Health education is required in grades K-9 and strongly encouraged beyond grade 9. Health education is most effective as a separate entity. In addition, certain health topics can be integrated and correlated with other subject areas, but not as a substitute for the basic health instructional program.

To implement a comprehensive program at the local level, it is necessary to provide: (1) leadership, (2) in-service for school personnel, and (3) improved curricula.

The purpose of this framework is to assist administrators and those responsible for health education programs in developing the health education curriculum for all grade levels.

Your comments and suggestions for revision of this document are encouraged.

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PROGRAM CRITERIA

(1) Leadership for the total health education program should be provided at the supervisory level (health coordinator) in every LEA.

(2) There are many occasions when integrated health instruction is appropriate within other areas of the curriculum; however, school schedules and personnel assignments should reflect the existence of health education as a discrete, planned curriculum entity.

(3) Teachers of health education should meet the competencies outlined in "Standards and Guidelines for Approval of Institutions and Programs for Teacher Education (Competency Based Program)."

(4) Periodic in-service opportunities should be provided for all personnel responsible for health education.

(5) Each LEA should establish a health council to advise on school health policies and to help coordinate school and community health programs and services.

(6) Health education classes should be coeducational.

(7) Instructional resources (textbooks, visual aids, resource persons, and materials) should be used in support of the health education program (not as the basis of the program) and should be used with thoughtful consideration to the needs, interests, and capacities of individual students. The scientific accuracy of resources should be evaluated carefully.

(8) Health education is as much a part of behavioral sciences as it is part of biological sciences. Programs should reflect this by emphasizing the affective domain in health education at least as much as the cognitive domain.

(9) Student participation in instructional planning should be encouraged at all levels.

GOALS OF SCHOOL HEALTH EDUCATION

Continuing Objective: Students will demonstrate improvement in their ability to make and implement health-related decisions consistent with their needs.

To accomplish the continuing objective, each student will:

- accept responsibility for his or her own health.
- be aware of the positive and negative determinants of individual health status, including social factors, environmental factors, psychological factors, genetic factors, and personal lifestyle.
- accept the instrumental value of good health (the relationship of individual health status to the achievement of life goals and the fulfillment of human needs).
- be aware of major individual and public health problems and health issues (causes and potential solutions).
- be aware of health problems of select demographic groups.
- develop the decision-making, problem-solving, communication, and interpersonal skills necessary to meet his or her own needs in the healthiest ways available.
- understand the relationship of health to the major structures and functions of the human body.
- be aware of the relationship between health status and the major needs, sources of stress, and developmental characteristics of people throughout the human life cycle.
- be aware of career opportunities in health fields.
- know how to use available health resources and services.
- be skilled in basic first aid.
- function as a skillful consumer of health-related products.

PROCESS/TOPIC INTERACTION

Specific objectives and classroom activities in health education should be based on combinations of topic and process concepts (see pages 8 through 23).

Information about health topics is not sufficient to change health-related behavior. In addition to health information, the student must also master certain processes (skills and insights) in order to apply health knowledge to the problems and issues of everyday life. Neither the health topic information nor the processes can successfully stand alone. The health education curriculum should provide opportunities for students to learn and practice skills while they are learning information about health.

The major process (skill) areas in health education are values clarification, decision making, and self-actualization. Brief comments about these processes follow.

Values Clarification

Unless students have clear ideas of what is important to themselves (values), their behavior will be based on what is pleasant or enjoyable right now. Unfortunately, a life style based only on immediate pleasures is not conducive to health. Values clarification is a process of encouraging students to reflect on and test their own values. Values clarification should not be confused with the teaching of one specific set of values.

Decision Making

Unless students have skills and experiences in making decisions, they are unlikely to do a good job in processing the information, values, needs, alternatives, and consequences involved in making life choices which have the potential of affecting health.

Self-Actualization

Unless students can identify their own needs and be aware of some of the motivations for their own behavior, they will have difficulty in meeting their own needs (self-actualization). When important needs are unfulfilled, people tend to be susceptible to unhealthy and/or socially unacceptable behavior in their attempts to meet these needs.

CURRICULUM DEVELOPMENT FORMAT

	Processes		
Topics	Values Clarification	Decision Making	Self-Actualization
Consumer Health			
Dental Health	*Example 1		
Nutrition		**Example 2	
Mental Health			
Chemicals (Drugs, Alcohol, Tobacco)			***Example 3
Communicable Diseases Venereal Diseases			
Chronic Diseases			
Health Services			
Health Careers			
Family Life & Sex Education			
Safety First Aid			
Growth and Development			
Environmental Health			

To develop a curriculum that integrates topics and processes: (1) Select a topic concept (see pages 9 through 23); (2) Select a process concept (see page 8); (3) Write a behavioral objective integrating the topic concept and process concept; and (4) Write an activity for the behavioral objective.

* Example 1

Topic Concept: Teeth have many uses.

Process Concept: Values can be identified.

Behavioral Objectives: Student will be able to identify personal values in relation to the uses of his teeth.

Activity: Divide the class into groups of four. Ask each group to identify five things they would be unable to do if they had no teeth. Each individual rank orders the five identified items in order of importance to himself.

** Example 2

Topic Concept: A well-balanced diet contributes to a healthy body.

Process Concept: All choices have consequences.

Behavioral Objective: Student will be able to identify some consequences of a poor diet.

Activity: Divide the class into groups of five. Ask each group to act out how they might look and behave if one nutrient were totally missing from their diet. Assign each group a different nutrient, e.g., calcium, protein, vitamin A, vitamin B, iron. Provide each group with nutrition resource material.

*** Example 3

Topic Concept: Many factors and forces influence the use of chemical substances.

Process Concept: Behavior is based on need satisfaction.

Behavioral Objective: Student will be able to give examples of how people sometimes try to meet their needs through the use of chemicals.

Activity: Given the two lists on the following page, students, in teams of three, write one paragraph describing a situation based on one item from each list. Each team writes a situation based on a different set of items.

SOME HUMAN NEEDS

- to be independent of other people.
- to satisfy hunger
- to feel a part of a group
- to receive attention from other people
- to explore the unknown (curiosity)
- to feel respected by others
- to be secure
- to sleep

SOME CHEMICALS

- sedatives
- beer
- marijuana
- weight control products
- cocktails
- alka seltzer
- tobacco
- penicillin

Sample Situation (need: to be independent of other people; chemical: beer):

Norman's parents believe that drinking alcohol is sinful. Norman thinks his parents are too strict about a lot of things. Although Norm's parents don't usually like for him to go to parties, one night he does go to a party at a friend's house. Another friend, Floyd, brings a keg of beer to the party. Norm is hesitant at first, but he finally does drink the beer. Although he doesn't really like the taste, he continues to fill his glass with beer. At the end of the party, Norm feels a sense of accomplishment, but he isn't sure why. Because Norm did something that he knew his parents would disapprove of, his need for independence may have been momentarily satisfied.

SEQUENCE OF PROCESSES & TOPICS

These charts suggest grade levels where emphasis can be placed on health topics and processes. These suggested emphases can be altered to correspond to the needs, abilities, and interests of students.

Processes	k-3	4-6	7-9	10-12
Values Clarification	←			
Decision Making	←			
Self-Actualization	←			

Topics	k-3	4-6	7-9	10-12
Consumer Health		←	→	
Dental Health	←	→		
Nutrition	↔		↔	
Mental Health	←	—	—	→
Chemicals Drugs, Alcohol, Tobacco		←	→	
Communicable Diseases Venereal Diseases	↔		↔	
Chronic Diseases		↔		↔
Health Services			↔	
Health Careers				↔
Family Life & Sex Education	←	—	—	→
Safety First Aid				
Growth and Development	←	→		
Environmental Health		↔		

PROCESS CONCEPTS

k-12

Values Clarification

- Values can be identified.
- Value issues and conflicts can be identified.
- Each person has a right to his or her own values.
- People often have different values.
- Values can change throughout life.
- Values can be prioritized.
- Acting on one's values is usually more rewarding than ignoring one's own values.
- Everyone is subject to many different external influences on his or her values.

Decision Making

- All people make decisions.
- Everyone is responsible for his own decisions.
- Decisions are made in order to satisfy needs and values.
- Some decisions are more important than others.
- There are alternative solutions to all problems.
- All choices have consequences.
- Decisions are based on information, values, alternatives, and long- and short-term consequences.
- Decisions can be evaluated.
- Group decision making requires tolerance of other people's values.

Self-Actualization

- Behavior is caused.
- Behavior usually has multiple causes.
- Behavior is based on need satisfaction.
- Everyone has certain basic needs.
- Needs can often be identified.
- Needs can be prioritized.
- Need priorities change.
- Needs can be met in various ways.
- Recognition of the causes of behavior assists in accepting or changing the behavior of self or others.

TOPIC CONCEPTS

k-3

DENTAL HEALTH

Development, Structure, and Function of Teeth

. Teeth have many uses.
. Kinds and number of teeth vary with age.
. Teeth have structure.

Preventive Measures

. Proper daily brushing and flossing promote dental health.
. Foods affect teeth.
. Dentists help maintain healthy teeth.

Agencies

. Community resources provide help for dental care.

Advertising

. Advertising can affect choices of dental products.

NUTRITION

Nutritional Needs

. All living things need food.

Relationship to Growth and Development

. Foods help us to grow and have energy.

Classification

. Foods may be classified into four food groups.
. All foods do not contain the same nutrients.

Meal Planning

. A well-balanced diet contributes to a healthy body.

Digestion and Elimination

. Foods are digested, and wastes are eliminated.
. Some foods are aids to digestion.
. The environment and emotions affect digestion.

Self-Concept

- You, as an individual, are important.
- You can be proud of the things you do.
- You are important to your school and your family.
- Other people affect your "self-image."
- You are a member of a group.

Interpersonal Relationships

- The rights and property of others need to be respected.
- Sharing, taking turns, and giving in occasionally can give pleasure.
- Helping others is rewarding.
- Behavior can hurt other people.
- Grown-ups are important.

Dealing with Emotions

- Emotions are normal.
- Emotions give good or bad feelings.
- Other people help to satisfy our emotions.
- Emotional stress can be dealt with constructively.
- Nutrition affects mental attitudes.
- Rest and exercise affect one's ability to deal with emotions.

COMMUNICABLE DISEASES

Causes

- Germs may cause disease.

Prevention and Care

- Diseases can spread from person to person.
- Good health habits help us keep well.
- Our bodies help us fight disease.
- When ill, certain practices help us get well.

FAMILY LIFE AND SEX EDUCATION

Family Membership

- You are a member of a family.
- Family membership roles and responsibilities are important.

Relationship to Emotions

- Good and bad feelings may be associated with being a family member.

Physical Characteristics

. Males and females are physically different.
. Parts of the body have accepted names.

Reproduction

. All living things reproduce.

SAFETY

Prevention

. Safe practices get us to school and home safely.
. You can prevent many accidents at school.
. Rules are for your safety.
. Use of bicycles requires safety practices.
. Cooperation with others contributes to a safe environment.
. You should be cautious in dealing with strangers.
. Electrical safety practices prevent accidents.
. Wild or strange animals can carry disease and be potentially dangerous.
. Precautions should be taken when encountering a strange dog.

Causes

. Safety hazards are major causes of accidents.

FIRST AID

Techniques and Procedures

. You can control bleeding.
. Appropriate first aid steps are important to the care of wounds.
. You should seek help (doctor, fire department, police) for an injured person.

GROWTH AND DEVELOPMENT

Growth Patterns

. You grow in a unique way.
. Boys and girls grow at different rates.

Body Systems

. The cell is the basic structural unit of life.
. Body systems are life-sustaining and influence growth and development.
. The skin is a protective covering.
. Muscles enable the skeleton to move.
. The body has special abilities called senses.

Exercise and Rest K-3 continued

- Exercise is fun and enhances growth and development.
- Rest and relaxation help the body to recover from fatigue and to grow.

Personal Care

- Cleanliness is a factor in how we feel and how others feel about us.
- Care of the body adds to effective living.
- Other people may affect your dress.

4-6

CONSUMER HEALTH

Consumer Buying

- Advertisements aren't always a good source of information about health products.
- The worth and cost of health products should be considered before purchase or use.

Health Protection

- Health protection is primarily the responsibility of the individual.
- Planning for illness lowers medical costs.

Health Information

- There are reliable sources of health information.
- Some superstitions are harmful to your health.

DENTAL HEALTH

Development, Structure, and Function of Teeth

- Teeth contribute to general well-being.
- Kinds and numbers of teeth vary with age.
- The parts of the teeth have specific purposes.

Prevention

- Regular personal care promotes dental health.
- Foods contribute to dental health.
- Regular visits to the dentist help control dental disorders.
- Dental neglect is expensive for the individual.
- Safety practices can prevent dental accidents.
- Fluoride helps prevent dental caries.
- There are many factors which influence choices of products and services.

Relationship to Social Interaction

- Dental hygiene facilitates group interaction and acceptance.

Relationship to Other Physical Conditions

- Multiple caries predispose many other physical conditions.

Self-Concept

. Identifying personal qualities is important.
. People have different abilities.
. Individuals can improve their strengths and weaknesses.
. Individuals can develop habits which help them.
. People change.

Interpersonal Relationships

. Actions can affect other people.
. Respect for the differences in people is important.
. Friendships need nurturance.
. Common courtesies help interpersonal relationships.
. Behavior is caused.
. Behavior can be changed.

Dealing with Emotions

. Everyone has emotions.
. Emotional needs can be satisfied in different ways.
. Emotional stress has many sources.
. People choose to react differently to stressful situations.

CHEMICALS (Household poisons, medicines, alcohol, tobacco, other drugs)

Effects of Chemicals

. Household poisons are potentially dangerous.
. Proper use of medicine may benefit you.
. Chemicals that are taken into the body affect the body functions.

Reasons for Chemical Use

. There are various reasons for people choosing or not choosing to take chemicals.
. When people abuse chemicals, problems may occur.

CHRONIC DISEASES

Identification

. There are many chronic diseases.

Symptoms

. Certain symptoms are warning signals of chronic diseases.

Prevention

. Some chronic diseases may be prevented.

Effects

. Chronic diseases may be fatal.

Causes

. Diseases may be inherited or caused by germs or other unknown agents.

FAMILY LIFE AND SEX EDUCATION

Family Growth and Structure

. Each family grows and develops in its own unique way.

Family Interpersonal Relationships

. Cooperation promotes good family relationships.
. Various factors strengthen or weaken family relationships.
. When family problems cannot be resolved, sometimes divorce results.

Physical Characteristics

. Puberty brings body changes, including secondary sex characteristics.
. Males and females have different reproductive systems.

Reproduction

. A fertilized egg grows into a baby.

GROWTH AND DEVELOPMENT

Growth Patterns

. Growing and developing follows a predictable sequence; yet, it is unique for each individual.
. Unique differences in the rate and status of growth and development occur among individuals.

ENVIRONMENTAL HEALTH

Relationship of Environment to Health

. Clean water and air are important to your health.
. Clean and comfortable home conditions affect your health.

Protection and Change

. The safety of water and air depends on many people.
. Many organizations try to improve sanitary conditions.
. You can help protect the environment.
. There are ways to change your environment.

7-9

CONSUMER HEALTH

Consumer Buying

. Advertisements, peer group pressures, family traditions, and one's self-concept influence the purchase of health products.

Medical Care

. Medical care is an important part of the family budget.
. Proper health insurance protects people from undue financial burden in the event of serious illness.

Potential Dangers

. Quackery and faddism can be dangerous to your health.
. Self-diagnosis and self-treatment can be dangerous to your health.

Protection

. Laws and regulations protect our health and the health of others.
. The health of every individual is protected and served by many agencies.

NUTRITION

Nutritional Needs

. Different foods contain nutrients of different quantity and quality.
. People have similar nutrient needs throughout life, but in varying amounts.
. Nutrient needs can be measured.

Effects of Nutrition

. Nutrition can affect appearance.
. Your personality can be influenced by how you eat.
. Nutritional decisions affect body growth and repair, self-respect, and self-esteem.

Purposes

. Food selection and eating patterns serve social and psychological purposes as well as fulfilling physiological needs.

Interpersonal Relationships

- Meaningful communication and improved understanding in group interactions can be accomplished through an air of trust.
- Communication skills promote interpersonal relationships and self-respect.
- Understanding of group processes promotes greater understanding of oneself and others.
- Recognizing and accepting the accomplishments of others contributes to feelings of self-worth and helps to develop relationships.

Self-Concept

- Discovering and accepting ourselves promotes mental health.
- Self-concept is determined by external and internal forces.
- Identifying and developing personal qualities helps to promote a positive self-image.
- Dietary practices affect the self-concept.
- A mentally healthy individual accepts the differences in others that are not detrimental to society.
- Each individual contributes to the self-concept of others.
- Recognizing and accepting the differences in men and women is important to interpersonal relationships.
- The family is an interpersonal relationship.
- Friendships need nurturance.

Emotions

- You have emotions.
- You have emotional needs.
- Emotions affect behavior.
- Each individual has sources of emotional stress.
- The ways in which one decides to deal with emotional stress affects the individual and others.
- The emotion of grief is a normal response to death.
- Problems can be dealt with constructively.
- Problems can be dealt with non-constructively.

CHEMICALS

Physical Effects

- Medicines are chemicals used to treat or prevent disease.

Social Effects

- Use of chemicals affects other people.

Relationship to Physical Safety

- Use of chemical substances may result in health and safety problems.

Reasons for Use

. Many factors and forces influence the use of chemicals that modify mood and behavior.

VENEREAL DISEASE

Transmission

. Venereal Diseases are communicable diseases, normally transmitted sexually.

HEALTH SERVICES

Identification

. There are many health specialists.

Selection

. Health services should be evaluated in terms of appropriateness and quality before selection.

Protection

. Organizations, agencies, and laws have been developed by society to protect the health of the individual and the community.

FAMILY LIFE AND SEX EDUCATION

Family Styles

. In our society, the status of the family is changing.
. Family life styles vary.

Interpersonal Relationships

. Individual actions and well-being can contribute or detract from the well-being of the family.

Influences of the Family

. Family members influence individual personality and social development.

Reproduction

. The male and female reproductive systems have comparable and contrasting structure and functions.
. The menstrual cycle is an integral part of human reproduction.
. Heredity partially determines who you are.
. Inherited traits appear with predictable regularity.

Dating 7-9 continued

- There are various stages of love.
- Dating is a social custom which allows boys and girls to begin to understand one another.
- Personal standards and values affect one's decisions about sexual behavior in dating situations.

FIRST AID

Procedures and Techniques

- Artificial respiration is an effective process of forcing air in and out of the lungs.
- First aid procedures for poisoning vary according to the kind of substance involved.
- Bleeding can be controlled by applying direct pressure to the wound and/or applying pressure to the supplying vessel.
- You should seek help for serious injuries.
- There are different procedures for dealing with different types of burns.
- Recognizing and dealing with shock is an important part of first aid.
- First aid procedures can be prioritized when more than one type of problem exists.

10-12

MENTAL HEALTH

Interpersonal Relationships

- Meaningful communication and improved understanding in group interactions can be accomplished through an air of trust.
- Communication skills promote interpersonal relationships and self-respect.
- Understanding of group processes promotes greater understanding of oneself and others.
- Recognizing and accepting the accomplishments of others contributes to feelings of self-worth and helps to develop relationships.

Self-Concept

- Discovering and accepting ourselves promotes mental health.
- Identifying and developing personal qualities helps to promote a positive self-image.
- Parents affect the mental attitudes of their children.
- Dietary practices affect the self-concept.
- A mentally healthy individual accepts the differences in others that are not detrimental to society.
- Sexuality is affected by mental attitudes.
- The family is an interpersonal relationship.
- Career choice can contribute to mental health.

Emotions

- You have emotional needs.
- Emotions affect behavior.
- Each individual has sources of emotional stress.
- The ways in which one describes to deal with emotional stress affects oneself and others.
- Problems can be dealt with constructively.
- Problems can be dealt with non-constructively.

CHRONIC DISEASES

Description of Problem

- Chronic diseases are among the leading causes of death in the U.S.

Major Types

- The major chronic disorders include: cardiovascular diseases, cancer, diabetes, mental illness, and chronic respiratory diseases.

Known Causes

. Chronic diseases are associated with many causes.
. Many chronic diseases are preventable to some extent.

Relationship to Mental Health

. There are economic and/or emotional effects on a family when one of its members has a chronic disease.
. A chronic disease can cause an individual's behavior to change, including personality changes and mental confusion.

False Cures

. Individuals who have chronic diseases, such as cancer or arthritis are particularly susceptible to quackery and faddism.

HEALTH CAREERS

Identification

. Unique and important roles are played by individuals in a variety of health professions and occupations.

Personal Rewards

. Great satisfaction may be gained from being able to help others.

Qualifications and Training

. Preparation personally, as well as academically, is necessary for health occupations and professions.

Opportunities

. There are many career opportunities in health.

FAMILY LIFE AND SEX EDUCATION

Relationship of Family to Individual

. Families influence behavior attitudes and the personalities of individuals.
. The roles of individuals within the family are changing.

Marriage

. Cultural and family values, standards, and attitudes influence the selection of marriage partners.
. Various factors contribute to the success or failure of marriages.
. Marriage calls for continuous individual adjustment.

Pregnancy and Birth 10-12 continued

- Knowledge and appreciation of conception, embryological development, and prenatal and postnatal problems are shared responsibilities of parents.
- Family planning is a world-wide concern.

Parenthood

- Parents play a vital role in the development and welfare of children.